

PYP planner

Planning the inquiry

Class/grade: **First**  Age group: **6-7**

School:  **Westwood Elementary** School code: **7444**

Title:  **Pebble in a Pond**

Teacher(s):  **Blaty, Nuhfer, Waldren**

Date: **August/September**

Proposed duration: number of hours: **70 hrs.** over number of weeks: **3**

**1. What is our purpose?**

**To inquire into the following:**

* **transdisciplinary theme**

**Who We Are**

* **central idea**

**People have rights and responsibilities within their school community.**

**Summative assessment task(s):**

**What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?**

Summative assessments are evidence of attainment or indicators of success. A summative assessment is an opportunity for students to creatively demonstrate their conceptual understanding of the central idea. Students choose the format of their summative assessment which is neither dictated nor limited by the teacher.

* Posters
* Puppet Show
* Role-play
* Self selected (student choice)

**Actions/Evidence:**

* Identification of school community members and their roles within their community
* Appropriate behavior from student/school community members
* Students demonstrate that their classroom community is a safe place to take risks (sharing their summative assessment)

**2. What do we want to learn?**

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

**Function, responsibility, connection**

What lines of inquiry will define the scope of the inquiry into the central idea?

* **School communities**
* **The rights, roles, and responsibilities of people within the school community**
* **Processes and procedures at school**

What teacher questions/provocations will drive these inquiries?

1. **What are people’s roles and responsibilities within the school community? (Responsibility)**
2. **How do our actions/behaviors impact our school community? (Connection)**
3. **What are the relationships between people’s rights and responsibilities in their school? (Function)**

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**4. How best might we learn?**

**What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**

**Frontloading:**

* Interview school personnel about their rights and responsibilities in their school community and create a visual representation to record their findings.

**Learning Engagements:**

* Brainstorm and create essential agreements
* Role-play rights and responsibilities of people in our school community
* Daily student interviews of the citizen of the day (My right is to \_\_\_\_. My responsibility is to \_\_\_.)
* United streaming on how community helpers are like people in our school community.
* School community web with yarn.
* Citizen of the day poster
* Things that we have to share in our school community

**What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**

* **Interpersonal Skills**: Showing that they know their responsibilities within the school community.
* **Communication Skills**: Solving problems through using their words.
* **Self-Management Skills**: Showing and knowing their actions and behavior impact the school community.

**3. How might we know what we have learned?**

*This column should be used in conjunction with “How best might we learn?”*

**What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**

* KWL charts
* Discussion
* Teacher observation

**Preassessment**: Draw a right and responsibility that you have in your school.

**Evidence**: Vocabulary, connection with everyday life in the school, following written and unwritten essential agreements, remembering and using essential agreements, making good judgments or decisions, working collaboratively with others in a fair way.

**What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**

* Student identifies the rights and responsibilities within their school through discussion in the class meetings.
* Student identifies the roles of people within the school community through role-playing.
* Student understands the importance of essential agreements through their everyday actions.
* Student understands the importance of processes and procedures in and outside of the classroom.

**5. What resources need to be gathered?**

**What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**

* Planner tubs with unit specific fiction and non-fiction literature, artifacts, and materials from the library and Title 1.
* Discoveryeducation.com

**How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**

Charts and graphs will be displayed in the hall and classrooms. Classrooms will be set up in a welcoming way for the first day (week) of school. Bulletin boards will be set up like the Black Lagoon. Staff member pictures will be displayed stating which learner profile our students have demonstrated (example – Mrs. Collett says they are principled). 1st grade classroom teachers’ picture will also be displayed asking “I wonder what they’ll be like”. Inside the classroom books on this planner will be displayed in each teachers IB unit table. School community member pictures will also be displayed on a pocket chart to begin investigating who these people are and what are their roles, responsibilities, and rights are.

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Reflecting on the inquiry

**6. To what extent did we achieve our purpose?**

**Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**

They were able to make the connection of rights and responsibilities easier by using examples from home. Example I have the responsibility to clean the dishes then I have the right to watch T.V. However, the students had difficulty taking this concept and applying it to our school community. Use of our resources (books) helped the students see other school s from around the world. We used terminology from the new line of inquiry (processes and procedures) to help students with transitions in and outside of the classroom. We used discoveryeducation.com to make a connection from community helpers (Kindergarten planner) to people in our school community. The students had a good understanding of the responsibilities of the people in our school community. We did a better job of making the connection between rights and responsibility. When talking about their responsibilities and writing Essential Agreements, the students used profile words. In art, class we were successful in connecting art to the school community with students thinking of how they could help others (Helping Hands) and how their words impact one another (Talking Self Portrait). In Library, to connect with the rights and responsibility concepts of the central idea, students practiced library procedures such as the check out and check in of books. In P.E. , students talked about being responsible with the equipment. They talked about safety rules and how important it was to follow the safety rules.

**How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea?**

We found that when the students were presenting, some were repeating what others had previously said. It was hard to assess the level of independent thinking. Next year, we are going to have the students write a plan or have a student lead conference with the teacher before the summative assessment presentations. This will allow us to better assess individual students.

**What was the evidence that connections were made between the central idea and the transdisciplinary theme?**

Students began to see that their rights and responsibilities are tied to who they are and that their personal choices can affect those around them (themselves, their families, their friends, or their school community). They also began to see that what is considered a right and/or responsibility in their culture could be very different in a different culture. This directly connects to the transdisciplinary theme of Who We Are and the descriptors that we were responsible for during this planner.

**7. To what extent did we include the elements of the PYP?**

What were the learning experiences that enabled students to:

In each case, explain your selection.

**develop an understanding of the concepts identified in “What do we want to learn?”**

* Students compared their school community with others around the world to become more knowledgeable.
* Students gained knowledge into their rights and responsibilities of being part of a school community. This was achieved through making essential agreements, role playing rights and responsibilities, reading books related to the concepts taught and discussion.
* Students became aware of the processes and procedures that are used to keep a functional learning environment.

**demonstrate the learning and application of particular transdisciplinary skills?**

* Students showed that they had communication skills during their summative assessment, through role playing, and class meeting.
* They showed growth in their interpersonal skills through making wiser personal choices.

**develop particular attributes of the learner profile and/or attitudes?**

* Students developed the fundamental values and beliefs of what is expected of them and others within the school community.
* Group discussion of good choices and bad choices.

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Reflecting on the inquiry

**9. Teacher notes**

* Good unit to start the year with. Getting started with the essential agreements is a must.
* Students really enjoyed the posters that we made about each child to display in the classrooms - continue this activity.
* Bring water and pebble to demonstrate our unit title.
* We purchased books (each of us has a copy of each book) to go with each learner profile word. Putting them in bags with a quick lesson or tag to remind us of which learner profile goes with which book.
* Continue to add to our resource list for this planner.
* Shorten planner to 3 weeks but will continue focusing on the concepts in the central idea all year.

**8. What student-initiated inquiries arose from the learning?**

**Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**

* What rights do we have?
* How old is Westwood?
* How many classrooms does our school have?
* How many kids are in our school?
* Does everyone have a right and responsibility?
* How old are teachers at Westwood?
* Why don’t we wear uniforms?
* Do we have homework?
* Do we get to use the new library?

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

**What student-initiated actions arose from the learning?**

**Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.**

* Overall behavior showed improvement.
* Students were concerned when someone did not follow the rules or made bad choices.
* Students would stop and think about what choices they could make.
* Students were aware of the mess that they were making in the classroom and in the restroom. They did not want the custodians to have to spend the extra time cleaning up after them.
* Student would say hi and call the teachers by their correct name in the hallways.
* Students made connections to their rights and responsibilities at home.
* Students used attributes of the learner profile for the Essential Agreements.

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